

Final Evaluation Report

**of the Civic Education: Path to A Civil Society Project
in the Republic of Macedonia**

May 17 – 29, 2004



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Utrecht, June 15, 2004

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1. Introduction

The “Civic Education: ... Path To A Civil Society” Project in the Republic of Macedonia is funded by the United States Agency for International Development (USAID) and Catholic Relief Services (CRS). The project started its very first activities in September 1998, and in 2002 a Mid Term Review (MTR) took place. The project comes to an end in September 2004. Therefore, the CRS Scope of Work for this final evaluation (SoW: see appendix 3) indicates the necessity of assessing to which extent the Civic Education project has achieved its goal and objectives. Moreover and next to an analysis of the effects of the MTR, the SoW emphasises the importance of assessing levels of civic awareness among stakeholders involved and in the MOE/BED regarding the issue of Civic Education (CE). The result of this evaluation should be a comprehensive analysis including realistic conclusions and recommendations for further implementation in a sustainable manner (see appendix 3: SoW - expected outcomes).

Catholic Relief Services (CRS) implements the Civic Education project in partnership with the Macedonia Ministry of Education/Bureau of Education Development (MOE/BED). Together they are taking the necessary steps in the long-term process of educating children and parents on the important role they have to play in the development of their civil society. The project works with government officials, teachers, school management staff, parent councils, university professors and students.

To date the civic education curricula has been implemented in all 344 main elementary and satellite schools in Macedonia. The key accomplishments include: civic education curricula development, teacher trainings, capacity building of school support teams (SST), provision of textbooks and publication of newsletters, documentary video production, development of pilot standards for civic education, institutionalisation of the civic education curriculum at the pedagogical faculties, strengthening of school parent council mechanisms for participation within educational decision-making, public awareness campaigns and monitoring and evaluation activities.

Next paragraph describes briefly the social and cultural context in which the CE-project is implemented. Paragraph 1.2 describes the evaluation approach, including indicators. The executive summary is presented in paragraph 1.3. Chapter 2 provides for a description of the meetings and observations undertaken by the evaluation team. In chapter 3 the central analysis of the evaluation outcomes is given, as perceived by the evaluators. Chapter 4 provides for the recommendations, which are the result of the central analysis. During the restitution meeting, these recommendations have been approved by the main stakeholders.

1.1 Social and cultural context

A sense of urgency regarding civic awareness is strongly felt in the Republic of Macedonia among many national and international agencies and individuals, given the recent history of the country, in order to strengthen the support for democratic decision making processes, allowing Macedonia to develop itself further in a peaceful manner. For this reason the APS evaluation team welcomed the Scope of Work-emphasis on assessing levels of civic awareness.

1.2 Evaluation approach

The APS-evaluation team has developed a coherent and comprehensive format for the final evaluation of the Civic Education project in Macedonia, focussing on the project implementation period between May 2002 and May 2004. This format is based on the programme documents made available by CRS in advance, with an emphasis on the Project Extension Proposal and the Mid-Term Review Report (for evaluation methods, see par. 1.2.3).

1.2.1 List of Objectives and Indicators

The following goal and the lists of objectives and indicators evaluated, have been taken from the Project Extension Proposal:

Objectives	Results indicators	Output indicators
Objective 1 Students acquire skills to actively participate in civil society through ongoing and sustainable implementation of civic education in all primary schools in Macedonia	Number of schools teaching civic education; Percent of school support teams actively involved in implementation of civic education curricula; Percent of schools where students take collective action on a community issue as result of lessons learned in their civic education classes; Civic education standards developed for future implementation on national level; Pedagogical faculties define concept for civic education curricula implementation.	School support teams receive training for trainers through this project; BED and CRS publish an newsletter and case studies publication on civic education; The training session on school level are completed by the end of the project by school support teams; Quality of the examination programmes, the evaluation instruments and development of realistic standards and final reports; University professors' receive support to develop a concept paper for integration of CE curricula at pedagogical faculties.
Objective 2 Primary school parent councils and parental networks acquire skills to actively participate in educational decision-making in Macedonia	Percent of school support teams who actively include and involve parents in the implementation of civic education curriculum in the classrooms; Number of meetings between representatives from school support teams, the local parent councils, and local government officials; Parental support to civic education activities; School support teams and parental networks apply organisational skills and established mechanisms to address education issues at the local and national level	BED and CRS publish an newsletter and case studies publication on civic education; The training session on school level are completed by the end of the project by school support teams

The "results indicators" were not assessed by the evaluation team, as far as they are quantitative: the team provided confirmation by CRS, BED and other stakeholders.

The “output indicators” were assessed by the evaluation team, through the study of the relevant documents and books made available by CRS at the beginning of the evaluation.

Impact indicators:

Since this is a final evaluation, the evaluators developed the following impact indicators in advance, based on the project goal.

Goal:

Increase the capacities of Macedonian citizens, as individuals to participate more actively, effectively and responsibly in the life and governance of their society.

1. In a focus group debate students express their understanding of terms and concepts related to citizenship, democratic processes and citizen participation, through their reactions on questions from the evaluators (related to the Macedonian context);
2. In a focus group debate teachers express their understanding of terms and concepts related to citizenship, democratic processes and citizen participation, through their reactions on questions from the evaluators (related to the Macedonian context);
3. In a focus group debate parents express their understanding of terms and concepts related to citizenship, democratic processes and citizen participation, through their reactions on questions from the evaluators (related to the Macedonian context);
4. Teachers and parents (and students) show their understanding of terms and concepts related to citizenship, democratic processes and citizen participation, through the organisation of (participatory) activities they are developing / implementing themselves, in and around their school and community; this way they express the level of empowerment achieved¹;
5. For sustainability purposes CRS and BED have developed a clear and functional relationship, for creating BED ownership of the Civic Education contents, means and processes;
6. For sustainability purposes CRS and BED together, have developed a functional long- term support structure, enabling individual schools (including students, teachers and parents) to further develop, implement and integrate the Civic Educational programme.

These impact indicators were assessed through focus group debates, individual interviews and observations.

1.2.2 Recommendations of the Mid-Term Review

The following recommendations were taken from the Mid-Term Review Report (May 2002). The evaluation team has assessed the implementation of these recommendations.

¹ Definition of empowerment: people take control over their own lives and resources; indicator for empowerment: the capacity to organise oneself in a caring, responsible and safe manner. More background information, see: www.vantrood.nl (the Empowerment Triangle).

1. The project managers have recognised the need to use their inter-personal skills with the university faculties of education to make contemporary teaching of citizenship education part of pre-service courses in Skopje and Stip.
2. A clear distinction has to be made between assessment and evaluation. The development of standards should be considered over the whole programme. Appropriate assessment provision at all grades/stages should be given due consideration. The use of assessment covering cognitive and affective areas should be actively pursued, where it is most suited, using the working groups, which have been set up recently.
3. In the interviews a point made consistently by teachers was that Project Citizen should be timetabled as a separate subject for one lesson per week over the whole session. Many teachers stated that they were spending a considerable amount of time after school with pupils and in some cases parents continuing to work on the project.
4. Teachers wished that networking for each Grade level should be established. We would recommend that this be taken forward on a regional basis.
5. Opportunities should be taken to identify and share best practice in terms of problem solving and parental involvement. It is recommended that CRS put together a package of case studies of successfully implemented PC projects.
6. Both for FOD and PC some concerns were expressed, by a significant number of teachers and parents that certain concepts being used were too advanced for the grade/stage. This issue should be addressed before developing extension material for Grade 7 and 8.
7. A holistic study of FOD as it has been implemented in schools across Grades 1 to 4, in terms of progression and coherence should be undertaken by BED in co-operation with CRS.
8. CRS and BED should continue their well-developed partnership to provide appropriate training for any extension to Grades 7 and 8. The amount of training required should not be under-estimated, especially if student assessment is introduced.
9. It is recommended that care be exercised to avoid a situation of "teacher overload". At present it is clear that almost all teachers welcome Civic Education but this situation could easily change if additional work is imposed upon them at a time when they are trying to gain confidence with the existing kindergarten to Grade 6 provision.
10. There is a need to audit existing textbooks with a view to contextualising further the material to the culture, traditions and institutions of the Republic of Macedonia.
11. Some teachers and parents considered the pictures in the FOD book to be rather uninteresting. This issue should be addressed.
12. Further advice was requested by teachers with regard to problem identification and the stages through to action planning for PC.
13. The project managers are considering the use of new technology to share different ideas between different nationalities using web cam links to promote peace and tolerance. If funding becomes available this could be further investigated. In the first instance a web-site, with links to other resources, could be established.
14. The production of guidance materials for parents relating to ways in which they can assist their children in citizenship education was requested by some parents and teachers.
15. CRS should be represented on national and/or regional BED working groups for the future development of Civic Education in Macedonia as they play a key role with respect to donor funding. CRS require to ensure that any material, with which they are associated, subscribes to their mission, vision and value statements as an organisation.
16. Teachers are experiencing difficulties in terms of material resources for the satisfactory implementation of citizenship education. Teachers are purchasing materials themselves for use in class.

17. Feed-back of a general nature should be given to all schools which participated in the completion of the questionnaires.
18. CRS should consider the points made above and produce an action plan.

1.2.3 Evaluation methods

The APS-evaluation team implemented a mix of “traditional” and participatory approaches in order to comply with the SoW-requirements. Observations and the study of literature were carried out in a traditional manner, while the interactive parts of the evaluation were carried out in a participatory manner. Generally a participatory approach supports the development of a sense of shared ownership among stakeholders, regarding the evaluation outcomes, thus creating the necessary common ground for future follow up activities in a sustainable manner. In depth interviews and focus group debates allowed the evaluators to assess levels of awareness regarding civic education.

For evaluation purposes the evaluation team has develop impact indicators in advance, based on the project-goal. These impact indicators were communicated with and approved by the CRS project leadership before the field visits started. The team has put an emphasis on the assessment of output and impact indicators (since this is a final evaluation).

The evaluators have made use of the following methods:

- Study of project documents made available by CRS;
- Interviews with stakeholders;
- Focus group debates with stakeholders;
- Observations;
- SWOT analysis²;
- Restitution meeting with key stakeholders (including provisional conclusions and recommendations).

The SWOT analysis (a participatory method) took place at the final day of the evaluation. Representatives of all stakeholders participated in it. The evaluators acted as facilitators. The SWOT analysis serves various goals:

- It creates ownership among stakeholders regarding the evaluation outcomes;
- It deepens the understanding of the outcomes in a comprehensive manner;
- It might provide new information;
- All information is triangulated instantly;
- It prepares for a restitution of evaluation outcomes.

The SWOT analysis confirmed all findings and observations of the evaluation team.

Finally, the provisional recommendations of the evaluation team were shared with the key stakeholders in the CE project. They suggested minor modifications, which have all been applied (see chapter 4).

At the end of each day, and at the end of the evaluation, the evaluators invited the CE CRS team to share their views regarding the evaluation process, thus avoiding

² SWOT: Strengths and Weaknesses are related to the project design and implementation itself, while Opportunities and Threats are related to outside factors.

misunderstandings and other hindrances. In all cases their reactions were positive, without any exception.

The draft evaluation report was send to CRS in Skopje for comments, improvements and approval. Nevertheless, the evaluation team takes full responsibility for all mistakes in this report that might occur.

1.3 Executive summary

The introduction and implementation of CE in Macedonia has been a large success. All schools for primary education throughout the country are involved, all teachers are trained, many parents are committed and trained. This success has many parents: the professional and committed organisation and implementation of the programme and trainings by CRS, the good and professional relations between CRS and BED, the dedication of some BED advisors (Mrs. Slobodanka Ristevska, Mrs. Golubina Gjorgjievska), the high quality of BED, especially the assessment unit, and the important and crucial assistance of USAID. Facing the end of the project, the theme of sustainability of CE in Macedonia is of great relevance and urgency.

Main conclusions:

- CRS and BED have done a tremendous job by implementing Civic Education in all primary schools of Macedonia, which is far more than expected at the start of the initiative.
- The quantitative growth might have hindered the qualitative growth, regarding the levels of involvement of parents and pedagogical faculties, regarding pupil's capacities to implement their problem solving skills, and regarding the development of CE standards.
- All initiatives foreseen in the project proposals have taken place.
- There is a general misunderstanding regarding the CE concepts of Authority and Privacy.
- Textbooks need to be updated and adequate copies provided.
- It is of great importance that plans are made to further the programming and provide follow up to existing programs.

Main recommendations:

On curriculum and concepts

- Within the existing CE method, revise the CE curriculum and its textbooks, envisage crucial changes in CE concepts, and adapt concepts, examples and pictures truly to Macedonian circumstances, conditions and cultures (thus helping the children to identify themselves easier with the concepts and their textbook characters);
- The evaluators strongly recommend the introduction of a fifth concept, which integrates the other four in a comprehensive manner. We suggest to call it "Safety" or "Humanity";
- The evaluators strongly recommend changes in the concepts of "Authority" and "Privacy". We suggest respectively "Leadership" and "Integrity";
- Carry out a base line survey on the reception and perception of the revisions, before introducing them on a larger scale.

On Teaching approaches and awareness

- Provide, through mainstreaming and integration of topics and methods of Civic Education into other teaching subjects, pre- and in-service support to the further introduction of problem oriented teaching and interactive teaching approaches.

On Textbooks and pictures

- It is strongly recommended to consider additional revisions in the existing CE textbooks, in order to make them more effective and understandable, and with regards to the above stated comments on curriculum and concepts. Pictures should be redrawn in order to make them Macedonian and for allowing the children to

identify themselves easier with the characters; text in grade 1 textbook should be reduced.

On linkages and networks

- Explore, exploit and maintain (international) linkages for both further professionalism and for donor diversification;
- Explore, exploit and maintain a professional national network, including universities and other professional NGO's (i.e. Search for Common Ground), all in the domain of education, peace and civil society. Network basis: fair and mutual professional support, exchange of ideas, materials, knowledge and experiences, and mutual sharing on an equal basis of support structures and contacts (like media, training networks, donor contacts, professional inputs from foreign partners, etc.);
- Further develop support to nation wide regional parental support teams.

On organisation and monitoring

- Create a CE advisory board for overall and professional co-ordination and monitoring on CE organisation and contents, seat and secretariat at CRS, four meetings per year; members: one senior official from MOE, one from BED, one from pedagogical faculty Stip, one from CRS Civic Education Team, four members (one from a parents committee, three from school teams); membership based on co-optation;
- For CE sustainability, monitoring and self-evaluation system to be further improved, for regular assessments on the quality of CE trainings, CE meetings for trainers/advisors and teachers, the quality of the textbooks, the impact of CE lessons in schools (all in co-operation with the BED assessment unit), as well as for the effectiveness of networks and linkages, and the further implementation of CE throughout Macedonia.

On mainstreaming:

- MOE to approve CE goals; CE to be made an integral part of the national curriculum and the national assessments;
- For CE sustainability, time efficiency in classes, and overall impact and effectiveness, integrate CE methods and concepts into (most of) the other teaching subjects in schools. Co-ordination by BED, content based matters by pedagogical faculties, technical assistance by CRS;
- For CE sustainability, and for a decisive impact on families, schools and society, continue to build and emphasise the self-organisational capacities developed through CE, for problem solving and conflict resolution needed for improving the analytical capacity of the students and self-reflection competencies. Leading role on content based matters by PF in Stip, co-ordination by BED, technical assistance by CRS (or its spin off).

2. Reports of meetings

18-05-2004: Skopje, Meeting at CRS

Revising final schedule for evaluation, exchange of views and approaches regarding the evaluation process:

Dr. Rogier van 't Rood, APS
Prof.dr. Marija Taseva, APS
Ms. Natasa Milosevska, Education Programmes Manager, CRS
Ms. Loreta Georgieva, Civic Education Project Manager, CRS

Information sharing among evaluation team:

Dr. Rogier van 't Rood, APS
Prof.dr. Marija Taseva, APS

Study of documents (textbooks etc) by evaluation team.

Information sharing among evaluation team, division of tasks:

Dr. Rogier van 't Rood, APS
Prof.dr. Marija Taseva, APS
Mrs. Truus de Haan MA, APS

19-05-2004: Skopje, Meeting with CRS Macedonia CE team

APS evaluation team: Dr. Rogier van 't Rood, Mrs. Truus de Haan MA, Prof.dr. Marija Taseva; CRS Civic Education team: Ms. Natasa Milosevska, Ms. Loreta Georgieva, Ms. Tulaha Tahir, Ms. Svetlana Gasoska, Mr. Vladimir Petreski

- *The short history of the CRS participation in the project:*

In 1994 CRS in Macedonia started with the Parent School Partnership (PSP) project providing capacity building trainings for Parent Councils and small grants for school reconstruction. The good collaboration with USAID in the context of this project resulted in defining the next goal: civic education. After first contacts with BED, connected with this goal, CRS was invited at the American Embassy in Skopje for a meeting on the theme of civic education. The USAID and the Center for Civic Education (CCE) Calabasas (California, USA) organised the meeting. After that meeting CRS made a co-operation agreement with Calabasas, which was completed in 2001. However, the two institutions still exchange information relevant to implementation of CE project activities in Macedonia.

The first joint engagement with CCE Calabasas was in August 1999 concerning the goal of preparation of Macedonian teaching materials. Bosnian translations were used as a base for these materials.

A rough version of teaching materials was used during the first trainings of trainers. The trainings finished with an assessment. The remarks of the participants were taken into consideration during the preparation of the materials for publishing. This first edition is still in use. Every year new copies of this edition are published.

The illustrations in the textbooks were American.

- *The development of the project after 1999:*

- Two kinds of training designs for the training of trainers were developed:
 1. for introductory seminar (introducing in the programme FOD for grade 1 to 4: Foundations Of Democracy) – 3 day seminar; and

2. for training the trainers - the 5 day seminar. Calabasas experts realized the designs and the trainings.

One of the goals of the first seminar was the selection of potential trainers. The selection was made by CCE Calabasas experts, BED and CRS staff. The first step of selection was the selection of the advisors from the 12 regional centres of BED. The selected advisors had an important role during the next selection of the teachers.

- All teachers in the pre-elementary, elementary (1st – 4th grade) passed the three day training.

- *Next steps - activities connected with the aim of the project sustainability:*

2003: realization of the subproject for the school support teams. The teams are obligatory for every school (with the act of the BED). The teams are composed by: professional service (pedagogue, psychologist, sociologist) and lower and upper elementary teachers. The trainings were realized by BED advisors with experience in teaching and were financed and supported by CRS. The goal of the training was to improve the abilities of School Support Teams (SST's: school personnel, like the school psychologist, pedagogue, some teachers, supporting the further implementation of CE in their school) for immediate help to the teachers, support of the programmes, monitoring, etc.

Evaluation of the trainings was made by the questionnaire with 17 questions, divided in three groups: 1) independent variables; 2) remarks the programme; 3) assessment of the trainers. The results of the research are: 75% very high satisfaction.

The participants received a certificate.

- *The impressions of the CRS team from mid-term report:*

Shared high satisfaction from all members of the team. They are convinced that training the teachers for the Civic Education programmes produced improvements in the educational process as a whole: the new interactive methods adopted in the context of these programmes were used in all teaching processes. Of course, it can't be said that all teaching is interactive, but obviously the teaching has the elements of interactivity.

- The CRS team notifies that the teachers who teach in 5th and 6th grade complained of shortage in time for realization the programme My school, My community in the first school semester and We the people... Project Citizen in the second semester. *The list of the planned future activities (CRS and BED):*

- Continuation of all activities connected with sustainability;
- Work on the development of new teaching materials;
- Collaboration with Pedagogical faculties concerning pre-service training;
- Work on standards;
- Collaboration with other NGOs in the direction of improving the role of the parents in educational processes;
- Continuation of the collaboration with BED;
- Making connections with international associations;
- Looking for funds needed for next steps in the project.

- *The selection of CCE Calabasas:*

It is not clear to the actual CE team how CCE Calabasas was selected.

- *The dynamics of the programme FOD (how concepts are developed from year to year):*
There was no further development of concepts: the CCE Calabasas approach and textbooks were translated only, while names of figures in the books were changed into Macedonian, Albanian and Turkish. Further (content based) changes were not allowed by CCE Calabasas.
- *What are the real possibilities for more intensive involvement of the parents in the school matters?*
One of the Civic education subprojects was to introduce parents to Civic Education program that their children learn in school. BED, with CRS support, developed a design for parent's training. The participants of the seminars are part of the members of Council of parents in all schools. The attendance at the seminar was not high, but, present parents were very active and took this opportunity to discuss about school matters, and to share their views (mostly critical) about school organisation, teaching process, teachers, etc.
One of the tasks of this subproject was to increase parents' awareness on Civic Education and to encourage their support to the program implementation through the Parent Councils.

19-05-2004: Skopje, Meeting in BED

Participants: Mr. Qamil Dzeladini (Director of BED); APS evaluators; Ms. Loreta Georgieva, Ms. Natasa Milosevska and Ms. Tulaha Tahir (CRS).

General remark: All participants of the meetings in the BED had some knowledge concerning the real purpose of the external evaluation.

The purpose of the BED:

- The BED, which is passing through a process of reorganisation at the moment is responsible for: curriculum design for pre-elementary, elementary and secondary education; in-service training; monitoring of the educational process; advisory support of teachers; development of educational methodology; involving innovations; all activities connected with educational development; professional opinion on the technology of making schoolbooks; approval of schoolbooks; research activities for innovations in educational processes; preparation of instruments for external exams (mother language, mathematics, and now civic education).
- The planned new organisational structure of BED will include: 1) Centre for assessment; 2) Centre for vocational education; 3) Bureau - responsible for the curriculum development (pre elementary, elementary, and secondary).

The role of BED in Civic education project:

- The project has an important place and role in all plans of the BED.
- Current realization of Civic programmes is connected with many problems: 1) FOD (1-4): a part of the teachers don't have necessary experience, a part of them are not enough motivated and only one part works conform requirements; 2) 5-6 (My school, My community): shortage of time to realize the programme; 3) 5-6 (We the People... Project Citizen): without problems because it was realized as a free activity out of regular classes during the homeroom class.

New initiatives connected with the civic programme (based on research of international experiences):

- The FOD curriculum (grades 1-4) FOD has been settled in as a cross curricula subject in the several subjects Mother Language, Nature and Society, Arts, Music.
- 5-8 grades: civic contents has to be settled in few subjects (history, geography; biology; art).

Changes in the law:

- The working group from BED works on changes of the law. Starting point was the analysis of all curricula (in which were included school principals, professional teams, teachers, parents, students). Remarks of all these subjects will be taken into consideration in the plans for reorganisation of curricula. In all activities civic programmes are included.
- Planned timing for these changes is one and half year.

Initiatives for increasing teacher's motivation on CE:

- Many of the not motivated teachers are old and they will be retired soon.

The role of the trade-union in preparation of law:

- The trade union is involved in the process of preparing the new law.

The role of the principal in the civic programmes:

- In the current situation of a centralised educational system all responsibility is with BED and MOE. The principals and the teachers are implementers only, and they don't necessarily feel responsible for any failure. This situation changes slowly in the direction of growing sense for responsibility. Additional acts in the area of democratisation shall make this process more intensive.

The causes of differences in students achievement on ethnic base:

- Educational level of parents;
- Social structure;
- Rural concentration of Albanian population;
- Differences in school facilities (one of the important goals of the aforementioned reforms is to equalise the school facilities in the whole country)
- Additional training of teachers is also necessary.

The textbooks and ethnic heterogeneity:

- As far as the director is concerned, in the present situation of central planning of curricula the free choice of schoolbooks (there are three schoolbooks for every subject) is the best way for coping with the needs of ethnic and cultural heterogeneity.
- The additional adaptations to the cultural characteristics of the students are still needed.

The role of the parents in the civic education:

- Every school has a Parent Council. The parents from a number of councils attended the training. One of the main goals of the training was to improve the parent's consciousness that their role in school is as important as that of the teachers.
- The BED has been trying to consult the Parent Councils on each important step in the reforms.

- The schools have the obligation to inform the Parent Council for all things that happen in the school.
- Some of the parents have been involved in the civic programmes by their children.
- One of the criteria for electing the members of the Parent Council is education. Preference was given to parents with higher education.
- Parents are invited as visitors to follow the regionally organised trainings for the teachers.

19-05-2004: Meeting with Mrs. Golubina Gjorgjievska, BED

Participants: BED - Mrs. Golubina Gjorgjievska, Leader of the BED CE Working Group; APS evaluators; Ms. Loreta Georgieva, Ms. Natasa Milosevska and Ms. Tulaha Tahir (CRS).

The election of the regional advisors:

- The main criteria for election was the professional attainment and the motivation for work.
- It is possible to recognise some differences between advisors concerning their qualities, but everybody should obtain one standard. Some advisors are beyond this standard, and a very small number of advisors is below it. But, organisation of the regional trainings of the teachers is in such a way that the weaker trainers work together with the more capable ones.
- The number of advisors – trainers is 30.
- Coordinators for civic education do not necessarily have to be trainers. They are often officials in regional centres. The number of coordinators is much bigger than the number of regional centres because in linguistic heterogeneous regions there are separate coordinators for every linguistic group.
- The BED was composed of 13 units (12 regional and 1 central).

The differences between advisors?

- The differences are mostly based on personal abilities of the advisors and the teachers.
- A very important condition for the success is the working experience.

The sensitivity of Calabazas experts for the cultural characteristics of the population, concerning the cultural heterogeneity of the region:

- Not enough.
- They were not aware of the local organisational structure: at the beginning their intention was to include only teachers in the sample for trainers and to push away the advisors.
- They were good trainers and they were of big help to local staff included in the project.

Preferences:

- Mrs. Gjorgjievska made a comparison between civic programmes from the USA and the European countries and she gave priority to the European ones.

The advisor's influence on the programmes:

- The advisors have the opportunity to suggest changes, and this option will be strengthened in the future. They are included in the preparation of the new curriculum, as well as in designing the follow up trainings.

Explanation of the results from the assessment:

- The main goal of the assessment was to assess the quality of the instruments and not the knowledge and the abilities of the students. So, the results do not present the real situation in the domain of student's understanding of teaching material.
- The assessment was done with the technology suggested by Dutch experts (CITO).

The textbooks:

- There is a need for new textbooks and there are concrete initiatives from some teachers to develop new textbooks.
- The attitude of many teachers is that the American textbooks are not adapted to the Macedonian circumstances.
- One of the problems to make more radical adaptation of American textbooks was the nature of the mutual agreement between Calabasas and CRS: there was a clause, which prohibited radical changes.

The role of the Civics in schools:

- Very large. Particularly in the domain of socialisation.
- The acquired experience in the context of civics was used in the whole educational process. During the trainings teachers were involved in the interactive technology and later they, many of them, used this technology for instruction other disciplines. Some of these technologies were experienced by the teachers during involvement in other projects (projects for active learning).
- One can observe some positive changes in school climate.

References?

- The educational system is in process of reorganisation and the civic education should be in the centre of the reforms.
- The excellent collaboration between BED and CRS could be used as a good example in the next steps of the reform.
- There is a need for a national centre for civic education and it's main role should be to support running activities.
- We achieved many things, but this is not enough yet.

19.05.2004: Meeting in BED Assessment Unit

Participants: BED (Ms. Gorica Mickovska, leader of the BED CE Standards Development Working Group – BED Assessment Unit); Ms. Bojana Naceva (manager of the BED Assessment Unit); APS evaluators; CRS (Ms. Natasa Milosevska, Ms. Loreta Georgieva, Ms. Tulaha Tahir).

The role of the CE Standards Development Working Group in the project.

- They were included in the project during its last phase, when the sustainability issues was raised.
- The first task was the organisation of the seminar for the advisors and the teachers on the technology of preparation of test assignments; to adapt the project curriculum to Macedonian standards; to prepare test assignments for the first external examination.
- The main goal of the first external examination was to test validity of the test assignments.
- The next step will be to repeat external examination on the representative sample of 4th grade students.

Why this technology?

- This technology was used for the external examination of mother language and mathematics because: 1) it is cheaper; 2) it gives opportunity to test the student's abilities for solving the situations connected with the civics; 3) it is easy to assess the results.
- About use of Likert scale: the computer programme taken from CITO limited them.

The unclearness of the questions?

- One of the tasks of the examination was to test the questions.

Were the questions enough adapted to the cultural differences of ethnic groups?

- The questions were prepared by the advisors and the teachers from all ethnic groups and everybody had the opportunity to influence the final choice. Representatives of all groups approved the final choice of items.

The influence of the ethnic factor on the results?

- It is difficult to measure the influence of the cultural (ethnic) factors. The research was limited to the influence of the stable factors, which are measurable.
- Possible causes for differences are: 1) the educational level of the teaching staff; 2) the size of the classes; 3) rural-urban factor; 4) the teacher's behaviour.
- The Roma students were included in the group of Macedonian students.

The influence of the gender factor on the results?

- The differences were expected and they reflect the general differences at that age. Females at that age have better writing abilities.

The four concepts and the assessment of results?

- They suppose that the differences are connected with the differences in the family and cultural background.
- Some of the elements in the programme are opposite to the real situation in the local family and the community.
- The unofficial conversation between teachers and advisors said that the American programmes were not enough adapted to Macedonian circumstances, but in official conversation this opinion failed.

The BED team for assessment:

- The BED unit for assessment: 5 persons;
- The team for writing the items: 15 persons (advisors and teachers).

20-05-2004: Classroom observation – Kindergarten “8 March”, Skopje

Participants: Kindergarten team (Ms. Mira Georgievska, teacher; Ms. Veronika Neshovska, principal); APS evaluators, CRS (Ms. Tulaha Tahir)

The evaluation team observed a lesson in which the teacher introduced the concept of privacy by telling the children a story about “Carolina the fish”. After the story telling, the children reflected as a group on the story, and they made drawings on the theme.



The concept: Privacy

- The goal of the lesson: to understand the concept; to explain unknown words (privacy, secret); to get to know the sea world; to point differences (in the characters); to obtain ability to see differences.

Communication with the parents:

- Everyday communication when the parents bring and pick up their children.
- Individual meetings on request of the parents.
- The workshops with the parents of the children of each age.

The parent's opinion for the concepts:

- At the very beginning they found that the concepts are too complex and not adapted to the children's age and lives, but later on they accepted them.

The differences in intra countries realisation of the same programmes:

- The national or sub-cultural mentality.
- The family openness.
- The teacher's behaviour.

The inclusion of the FOD in the kindergarten programme:

- In the kindergarten a programme will be realized with 10 topics (me and my world; the family; the traffic; the kindergarten – my second family; why-why; etc.). In all of these topics the four FOD concepts are included.

The comments about teaching materials:

- The picture book is good, in the teacher's manual there are excellent instructions and warnings, and enough questions which could be asked. But it will be convenient to:
 - make a picture book with more and different stories; and to make them more colourful; in the teacher's manual to add instructions for the psychodramas, plays, etc.
 - make a picture book in which pictures will be prevalent because the children are not literate;

- add stories and questions connected with everyday life in Macedonia;
- give local people the opportunity to prepare schoolbooks (the interviewed teacher prepared the picture book, but she is – of course - not able to provide financial support for its printing).

The teacher's training?

- The additional training is needed, particularly for obtaining a more comprehensive relationship between teaching and the everyday world.
- The training aims at changes in the teacher's behaviour and attitudes, but the results of this depends on the teacher's capability for personal change. During the seminars teachers play the role of children and this is a convenient method for producing changes.
- The interviewed teacher personally needs additional training for obtaining the skills to practice methods for relaxation and for increasing the children's openness.
- The training should be more sensitive for cultural differences.

The concept of "Privacy": the evaluation team observed a classroom discussion about 'keeping secrets' of their own family from school. The issue of hiding secrets was discussed afterwards, with the evaluation team and the teacher: sometimes openness is in favour of a child's well being (in case of domestic violence, child abuse, etc.).

20-05-2004: Skopje, Meeting in Pedagogical Faculty

Participants: Dr. Murat Murati (Dean); APS evaluation team, CRS (Ms. Tulaha Tahir)

Civic education in higher education curricula:

- In Macedonia there are four pedagogical faculties and they have a different view on the ways to prepare students for civic education programmes. The Pedagogical Faculty in Bitola introduced a special course for democracy and technologies used in the FOD. The pedagogical faculties in Skopje, Stip and Tetovo made the decision to implement democracy and civic topics in existing courses, especially in Social system, Sociology of education, and in the methodology of all subjects.
- The civic education is a big challenge for the whole educational system because of the ideological past of the country.
- The Pedagogical faculty in Skopje does not (yet) have an explicit conceptual approach for education.

The actions and ideas of PF – Skopje:

- Every professor has a responsibility concerning civic education goals.
- The new modules in existing courses should be developed didactically.;
- Change teaching approaches in the direction of interactive teaching.

Expected results:

- It is possible that younger professors will follow the CE instructions.
- The success also depends on the professor's personal capabilities.

20-05-2004: Skopje, Meeting in CRS

Participants: CRS (Mr. John McCuen, sub-regional representative; Mr. Blake Chrystal, sub-regional programme manager; Ms. Loreta Georgieva); APS evaluators

Self-assessment:

- The results of the project are beyond CRS expectations.
- Due to the training all elementary school's teachers passed.
- There were actions to motivate pedagogical faculties for pre-service training.
- There are some activities going on for student pre-service training.
- For CRS the project was fully successful.

Ideas for the future:

- The Macedonian part of CRS staff obtained enough experience to work with the partners.
- The future help of CRS will be directed in technical help; help in establishing connections and collaboration with foreign educational institutions; forcing establishing independent organisations of CRS type from local experts.
- To give necessary help to Macedonian staff to establish their own organisation, to make a business plan and to advertise them to potential foreign donors.

Possible threats of the project:

- CRS likes this project, but is not in an position to support it indefinitely without external funding. USAID has stated that the project has been running for the last 6 years and considers that the goals have been met and that continued significant funding is not an option.

First steps for creating optimal conditions:

- The first steps have been made with USAID, which expects the development of a business plan for at least the next three years.
- The Macedonian staff of CRS made the first steps to obtain financial support from other foreign organisations.

International relations:

- In Macedonia few international NGO's act in the field of civic education, but their activities are not connected. The competition among them prevents activities of networking.
- CRS and Search for Common Ground in Macedonia know each other, they have some close aims, but they did not establish collaboration for joint projects.
- They have some communication with The National Committee for Human Rights, The Center for Citizens Rights, and The Center for Human Rights and Conflict Resolution.

The results from Mid-Term Assessment:

- Good ideas for promotion of the dynamics of teaching; the design of textbooks and the rise of motivation for the next steps.

Parent's inclusion:

- They have got some experience from the PSP project – it is more convenient to start with networking on local level (to motivate one active Parent Council, to make connections with other local associations and to make regional association.)

21-05-2004: Gorni Podlog (village near Kochani) - Elementary School "Goce Delchev" - Classroom observation and interview with teachers and students

Participants: Teacher, representative of SST, students, Ms. Golubina Gjorgjievska; APS evaluators; CRS (Ms. Svetlana Gasoska, Mr. Vladimir Petreski)

Organisation of the lesson:

- The Concept justice (combination of the tasks that should be realized in 1st, 2nd, and 3rd grade). The students were divided in four groups. Every group worked on particular task; 1) observation of the problem; 2) analysis of the problem; 3) creation of a problem solving approach; 4) make a decision.
- Usual position of the school benches is as for ex cathedra teaching (teacher centred).

Comments:

The evaluation team was impressed by the cordial atmosphere of this school in the rural part of the country: some children of the higher and lower grades welcomed the evaluation team (the elder ones in English), a sign of preparing children on their role in society.

- The school showed real participation of parents: parents worked together to improve the building by cleaning and painting.
- The evaluation team was on the one hand aware of the fact that the students were prepared for the visit; they could hardly react spontaneously. The atmosphere in the classroom was somewhat tight. On the other hand, it was clear that civic education had brought student centred teaching approaches.
- The walls in the classroom were decorated with the pictures made from the students in the context of the FOD programme.

THE WALL POSTER

CIVIC EDUCATION

Intellectual tools

Foundations
of Democracy

Justice
Authority
Privacy

Responsibility

Techniques

- influence
- lobbying

- petitions
- writing

- talking and informing

- giving support

- Participation

- Using computer network

Use of strategies

We the people
Project citizen

grades V, VI, VII, VIII

My school
My community
observation
listening

following the persons
from the public life

collecting and analysis of
information's presence at
the public meetings

interweaving

using computer network

INTERACTIVITY

Work in small groups

Listening

Research

Discussion for the public questions

Participation in the associations and groups

Making judges

Conflict resolution

Volunteer work in the school or community

Using computer network

21-05-2004: Kochani, Elementary school "Malina Pop Ivanova"

Participants: Teachers, representatives of SST, students, parents, local TV reporters, Ms. Golubina Gjorgjievska; APS evaluators; CRS (Ms. Svetlana Gasoska, Mr. Vladimir Petreski)

Presentation: FOD

Psychodrama. Family atmosphere: the father reads the newspaper, the mother irons, and the boy is in dilemma to play or to prepare his homework.

Small poems written by the children on the theme democracy.

Presentation: Project citizen

Programme "We the People... Project Citizen"

Presentation of the project: *Polluted environment: the cause for the infections*

Judges: Two representatives from SST and one parent

The meeting with the parents and the teachers:

- The three domains of the civic education: the family; the school; the society (community).
- The four steps from the project could be used in the everyday life.
- Confirmation that the four steps in the project Citizen corresponds with the four concepts from the programme FOD.

Should the concepts be used as a measure for descriptive assessment?

- There is an agreement that they should be used.
- The teachers follow seminars for descriptive assessment.

The Roma students:

- In the last two years the project *Wakening the Roma conscience for education* has been realised.
- Some Roma parents are included in the Parent Council.

Problems:

- The shortage of teaching materials.
- The lack of textbooks and teachers manuals.
- The shortage of time for realizing the programmes.
- Need to make better integration of the civic topics in the curriculum of regular courses.
- The schoolbooks are not clear enough.
- The parents are not enough present in the realization of civic programmes.

The attainments from the civic programmes:

- The increase of the student's openness to tell their own opinion.
- The increase of the sensitivity for public matters.
- The students are able to identify and to solve the problem, but they still have problems with the practical implementation of the solutions: the gap between theory and practice is not bridged through action.

Suggestions:

- The need of adaptation of the schoolbooks to the local cultural context.
- More attention in the schoolbooks aiming at the development of skills for practical application of civic knowledge.
- To integrate civic contents in schoolbooks of regular courses.

Comments:

The students could not spontaneously show their project

- They were prepared for the visit; also questions and answers were prepared
- Some children were not present because of their lack of competencies in presenting the project

24-05-2004: Skopje, Meeting with USAID

Participants: USAID (Mr. Michael Eddy, Director Democracy and Local Governance Office; Ms. Melita Cokrevska, Project Management Specialist, Democracy and Local Governance Office); APS evaluators; CRS (Mr. Vladimir Petreski; Ms Loreta Georgieva)

General assessment of the project:

- The USAID general opinion is that during the last 6 years the project has been going very well and that for this success a great merit belongs to CRS.
- Ms. Melita Cokrevska has been working with CRS since 2001 and she is very satisfied with the collaboration. In spite of the problems from the 2001 conflict the work has been going successfully.
- The last year USAID is involved in the process of institutionalisation of the project, but only indirectly.

Possible adaptation of the content of FOD to the local cultural circumstances and other possible changes:

- The USAID representatives confirmed the APS conclusion that the Civic education methodology could be more effective if the four FOD concepts will change and adapted to the Macedonian cultural context (for example: privacy and authority), and if they will be supplemented with additional concepts (for example: security, concept actually included in all four concepts, but not analysed separately as a particular concept). They also agreed, that the stories in the textbooks should be better linked to the local cultural context.

Next steps?

- Approval of the APS suggestion that a self evaluation system should be developed;
- Approval of the APS suggestion that the PF training should be reconsidered.
- USAID conclusion that the additional foreign expert's help should be necessary, despite the good experience and high motivation of the local teachers. Many teachers still use old methodologies.

What after September 2004?

- USAID is aware that there might be a financial gap
- USAID has some small funds, which can be used for bridging a financial gap.
- They are willing to help making new linkages.
- USAID warning: main decisions in the field of education come from MOE, and because of the shortage of its funds, it could stop the realisation of some projects. USAID has some resources to help MOE, especially the projects connected with the process of decentralisation, but the final decision on how these funds will be spent depends on MOE.
- USAID suggests CRS staff to develop better linkages with MOE: BED is responsible for the educational process, but most of the decisions come from MOE.

24-05-2004: Skopje, Meeting with SCGM

Participants: SCGM (Search for Common Ground in Macedonia); APS evaluators; CRS (Ms Loreta Georgieva; Ms. Tulaha Tahir)

Possibilities for more close relations between CRS and other NGS engaged in the education?

- SFCG has had good connections with CRS in the context of realisation of the project "Mosaic".
- The staff from both NGOs states good will for collaboration.

25-05-2004: Stip, Meeting in Pedagogical Faculty

Participants: PF (Prof. Blazo Kitanov, dean; Prof. Kiril Cackov; Ass. Snezhana Jovanova); APS evaluators; CRS (Ms. Loreta Georgieva; Ms. Tulaha Tahir)



The current acts of PF connected with CE project?

- PF is open for collaboration with every institution with proposals connected to education.
- PF has been involved in two programs connected with CE: The TEMPUS project for Democracy in schools (at the moment they have project activities in two kindergartens); and the FOD (workshops organized by BED for students of last year of undergraduate studies). The student reactions on this initiative have been very positive.
- The Tempus project gave possibility to two assistants to realise a two months study stay in European countries (Netherlands and Sweden).
- Dean had the opportunity (through CRS and World Learning) during the last year to visit the Czech Republic and to follow a one-week seminary for CE.
- The study stays had impact on decision-making for the general direction of the Faculty concerning pre-service training for civic education. It was decided that the CE contents would be included in all methodology courses. However, they are aware that everything depends on the personnel included in the educational process. Personal characteristics of the professors are crucial for the democratic environment in the classroom and in the Faculty.

- Some of the CE topics will take place in the new courses (multicultural education, ethics, esthetical issues, etc.).
- Next year PF will be the organiser of an international conference on the topic multicultural education.

The teachers profile:

- Since last year PF has been working on the definition of the teacher's profile.
- Other projects in realisation are: The psycho-sociological profile of the teacher.
- The youth value systems.
- The educational needs of the Roma population.

The professor's life long education?

- Most of the young professors passed through the education for the new interactive teaching technologies and they are trainers in the process of continuous education of the teachers.
- Some of these teachers have interest working on the improvement of CE curriculum, as well as on the preparation of new schoolbooks

CE pre service training of students:

- Curriculum includes practice in pre- school classes and in 1st – 4th elementary school classes. During this practice, they have the opportunity to follow FOD implementation in schools.
- In the near future BED advisers will realise a two-day workshop for the students of last year of study. The aim of the workshop is information on CE programs (especially FOD).

The four FOD concepts:

- The PF professors already discussed the adequacy of the four concepts. Some of them propose 'humanity' as a fifth one, integrating the other four. The dean agrees that the concept 'leadership' should replace the concept 'authority'. He also prefers 'integrity' instead of 'privacy'. For him 'integrity' means self confidence and self-improvement, as well as the respect for the others.
- Workshop with students
The evaluation team attended a workshop for students. The workshop was facilitated by Mrs. Golubina Gjorgjievska. There were about 25 students (of whom one male student!). They were all students who were finishing their study within some weeks. The students attended the workshop on voluntary basis. In the first part of the workshop Mrs. Gjorgjievska introduced the students to the civic education programme. In the second part the students were introduced to one of the exercises on the concepts.
Comment: the evaluation team had expected that the students were already more informed about the content and teaching methods of CE. These were very initial steps at the very end of the academic education of these students.

26-05-2004: Ohrid Meeting with Ms. Slobodanka Ristevska

Participants: Ms Slobodanka Ristevska (former leader of the BED CE working group); APS evaluators; CRS (Ms. Svetlana Gacovska, Mr. Vladimir Petreski)

The application of FOD curriculum in schools:

- The program has been integrated in the regular curriculum;

- The ordinary timing for the FOD program (BED standard) is 10 school hours per concept (about one hour per week). The exception is the first grade, where the realisation of the program starts in the second semester;
- The order of the concepts, proposed by BED is: to start with 'responsibility' and to finish with 'authority'.

The BED initiatives in connection with CE:

- The BED working team works on the revision of the national curriculum and one of its duties is to propose solutions for CE implementation/integration in other courses;
- The second step shall be legalisation of the proposals;
- For now, teachers use the help from BED advisors who planned the topics.

The monitoring?

- In the context of current organisational structure of BED, advisors have a double function: to advise teachers and to monitor their work. Every advisor is responsible for some number of schools. The function of monitoring includes: the class schedule; the order of subjects in the day's schedule and so on.

The shortcomings in the results of the Project Citizen?

- The goal of the program is to increase the abilities of the children to understand how society works;
- However, the Project Citizen is the first project that gave opportunity to students to go out of the classroom. Before this the teacher was the only source of information for the students;
- One of the problems of this project is the lack of experience of the teachers to help the students to select a problem that can be solved.

The Project Citizen: presentation of portfolio and organization of competition

- The Project Citizen - competition (organised on three levels: school, regional);
- Last assessment was made by three judges (parent, teacher, pedagogue/psychologist);
- During regional competitions the practice is to elect judges from another region.

The biggest challenge of CE?

- To achieve changes in the teachers behaviour and attitudes;
- To make changes in the teaching approach;
- To adapt the didactic part of teaching to local cultural circumstances;
- To make normative regulation for the program "My school, my community".

If you could do it all over again, what would you like to change?

- Analyse the current content of the curriculum;
- To develop a CE program adapted to our cultural circumstances;
- Next step: Pedagogical faculties to include the CE in curriculum;
- To provide literature (translations);
- To integrate CE stories in schoolbooks (mother language, geography, history, nature and society etc.).

26-05-2004: Ohrid, Visit Network of Parent Councils NGO "Vidici"

Participants: Ms Valentina Kuzmanovska, Prezident of Network of Parent Councils NGO "Vidici", parents); APS evaluators; CRS (Ms. Svetlana Gasoska; Mr. Vladimir Petreski)

NGO "Vidici" is a network of parents councils organized on a regional basis. It has received a small grant from CRS for its activities. Main aim should be to raise parent's knowledge and experience for becoming involved in school matters. Part of the activities was the workshop on the topic "Questionnaire".

The training for CE?

- The parents that are members of "Vidici" have passed through the training for CE, which content was information about for the programmes, as well as help for a more successful parent's involvement in the activities of these programmes.

Assessment of CE?

- Parents share a positive opinion about the CE programmes: they believe that these programmes are important for their own education, they learn many things about institutional issues in the country.

Problems:

- Shortage of CE-textbooks;
- The CE-textbooks are not enough adapted to our circumstances, and the translation is not good enough.

Comment:

The evaluation team was impressed by the high quality of the workshop and the commitment of the participating parents.

27-05-2004: Tetovo, Visit "Naim Frasheri Primary School"

Participants: Mr. Dzemali Beluli, school pedagogue, teacher and students from first grade Albanian language elementary school); APS evaluators; CRS (Ms. Tulaha Tahir)

Picture of the school:

- The school has 2000 students and 71 teachers. Because of a shortage of space, the teaching has been organized in three shifts (the first shift starts at 7,30 h; the second – 11,30h; the third – 1,30h);
- From year to year the problem of space becomes more and more difficult. The number of schoolrooms is insufficient, and the solution for the growing number of children is found in the growing number of children in one classroom. The state's standard is 34, but in some classes in this school this number goes up to 40.



Ethnicity of the teachers?

- Most of them are Albanians. There are few Macedonians who teach Macedonian language, and one Roma, who teaches music education.

Macedonian language and other languages?

- The teaching of Macedonian language starts at third grade: in third and fourth with two hours per week; in 5th–8th three hours per week;
- English language is obligatory: 3 hours per week (after sixth grade); French language is optional: 2 hours per week.

Teachers training for CE programs:

- All teachers passed through CE three days training.

The School support team (SST):

- It is established and has been trained. The team consists of four persons: preschool teacher, elementary 1st–4th teacher, elementary 5th–8th teacher and the pedagogue. The members share the belief that they are capable to deal with the potential problems, including education of new teachers, as well as additional education of the trained personnel. One of the duties of SST has been the annual improvement of the teachers.

The quality of the textbooks?

- The textbooks are good, but some of the stories are far from reality. Teachers propose changes in the content of the textbooks. The program is good, but the stories are not convenient to local cultural conditions. They should be replaced by the stories from everyday life, or, at least, the animals from local fauna should replace the animals in the stories. The colours, also, should be clearer, as well as the illustrations.

Civic education project and its influence on other projects:

- CE had very big influence on all education processes. It can't be said yet that the student is in the centre of the educational process, but also, he/she is not on the margins: his/her place is somewhere between the two poles.

Problems in realization CE projects (particularly the "Project Citizen")

- Structures in local community still don't understand the schools' intention to bring the community in schools.

Opinion about the four CE concepts?

- The concept authority is not so difficult – students are able to understand it. This concept has been included in other projects and deals with things that are known by children. But, the concept privacy is more difficult. Also, it can be understood on a wrong way, making children's life unsafe.

The external examination?

- The external CE examination has been realised: the school sample includes 25 students from fourth grade. There will also be questions for the principal and the teachers.

Parent's inclusion?

- The parents are included in CE, but not in a big number.

Class visit:

- The first grade class with 31 students, grouped in 6 groups (boys and girls together).
- Teacher confirmed that grade 1 CE textbook has too much text for young children.
- The class atmosphere was pleasant, immediate, convenient for interactive teaching.

28-05-2004: Skopje, SWOT analysis of the CE project

Participants: BED (Ms. Golubina Gjorgjievska, Ms. Gorica Mickovska, Ms. Slobodanka Ristevska, Ms. Liljana Georgievska, Mr. Gjorgji Kosev); PF-Stip (Prof. Kiril Cackov, Ass. Snezhana Jovanova; Teacher (Ms. Dina Jankopolu); APS evaluators; CRS (Ms. Natasha Milosevska, Ms. Loreta Georgieva, Ms. Tulaha Tahir, Ms. Svetlana Gasoska, Mr. Vladimir Petreski). Facilitation by APS evaluators.

STRENGTHS

- Teachers are trained
- Teachers' dedication and devotion
- Implementation at national level
- BED advisors are trained
- Programs well accepted by parents
- Rises parents' public awareness – parents become more engaged
- Interactive approach has impact on other topics
- More emphasis on attitudes and skills
- Building on Civic Education – development of grade 5-8 curriculum
- Impact on secondary education
- Development Foundations of Democracy
- Civic Education has become national priority – creation of democratic culture

- Professionalism of teaching process improves
- Monitoring and evaluation and database
- Civic Education is accepted by Pedagogical Faculties
- Civic Education implemented nation wide
- Exposure to international developments
- Interactive approach motivates university students to express themselves and have fun
- Civic Education approach very well received by university students
- Civic Education implemented at all educational levels
- Civic Education promotes analytical capacity of pupils
- Shock of awareness – children feel more free to express themselves
- Pupils receive Civic Education very well
- Civic Education is adapted to pupils' age
- Civic Education is reflected in families
- Good teachers' textbooks
- Good concepts
- Raises knowledge, awareness
- Dedication of all stakeholders
- Civic Education has a leading role in social change
- Civic Education is an opening road to globalization
- Linkages with international organizations
- Partnership with MOE and BED with NGO - sector (CRS)
- Planning for sustainability and further development
- Local level school support teams
- Development of Civic Education national standards
- Mutual understanding among all stakeholder about contents, directions and ways of cooperation
- Clear focus among all stakeholders

WEAKNESSES

- Concepts are not internalised in ways of doing (culture) on all levels
- Underdevelopment of participation of Pedagogical faculties and of the programs for students in universities
- Acceptation and verification by MOE
- Mainstreaming in curriculum
- Diversification of program
- Concepts must be more adapted
- Lack of practice (out of school domain)
- Role of parents is underdeveloped (lack of parental involvement)
- Need for parents to learn about democracy
- Less research (baseline survey) of concepts
- Concept privacy - could tolerate child abuse etc.
- Adaptation of Californian programs
- Cultural adaptation (i.e. Carolina the fish)
- More training is needed for teachers
- New teachers need training. Also for directors
- Financial issues: need for textbooks from September 2004
- More monitoring for quality is needed
- Professional meetings and linkages between educational organizations
- Regional meetings between teachers

OPPORTUNITIES

- Centre for Civic Education on national level (strategy, program, etc.)
- Member of EU
- Civic Education in the strategy in MOE
- Centres for Civic Education on a regional level
- Influence of parents, especially on regional level
- Report is an opportunity
- Linkages on international level by Pedagogical Universities and exchanges
- Government plus NGO - financial support from MOE
- Civic Education implementation in the national curriculum
- Real problems of schools can be solved by Civic Education

THREATS

- Civic Education not in national strategy
- No further NGO – support – MOE not able to fill the (financial) gap
- Governmental changes might reflect Civic Education achievements
- Personal interests might jeopardize further professional developments
- Interfering political interests
- Lack of regional BED - support
- Curriculum not accepted by MOE and universities

All SWOT outcomes fully confirmed previous observations by the APS evaluation team.

It was proposed by the evaluators, to include the opportunities and threats in the CRS business plan, and to develop strategies for creating or avoiding them.

28-05-2004: Skopje, Restitution

Participants: Mrs. Golubina Gjorgjievska - Leader of the CE Working Group, BED; Ms. Gorica Mickovska – Leader of the CE Standards Development Working Group – BED Assessment Unit; Ms. Melita Cokrevska, Project Management Specialist, USAID; Dr. Rogier van 't Rood, APS; Mrs. Truus de Haan MA, APS; Prof.dr. Marija Taseva, APS; Mr. Blake Chrystal, Sub-regional Programming Manager CRS Europe & Middle East; Ms. Loreta Georgieva, Civic Education Project Manager, CRS; Ms. Tulaha Tahir, Civic Education Project Assistant, CRS; Ms. Svetlana Gasovska, Civic Education Project Administrator, CRS; Mr. Vladimir Petreski, Civic Education Project Administrator.

At the restitution meeting the APS-evaluators presented their provisional recommendations, and shared them with major stakeholders: the CRS CE team, CRS international staff, USAID, BED-representatives, CE advisors. The recommendations were fully understood by all participants, and (with some minor modifications) fully accepted by all.

3. Analysis

Each paragraph of this chapter is followed by recommendations on behalf of the evaluation team. In chapter 4 all recommendations are listed. The structure of chapter 3 (analysis) is identical to the structure of chapter 4. In this analysis the evaluators refer to comparable recommendations from the Mid-Term Review Report (2002).

3.1. Methodology

Foundations of Democracy (FOD) and We the People ...Project Citizen (PC) form a coherent teaching method for all Macedonian pupils in the age of 5 – 12 years. In this section of the evaluation the evaluators will highlight those characteristics of the content of the curriculum which relate to the objective of the Civic Education Programme. *“Students acquire skills to actively participate in civil society through ongoing and sustainable implementation of Civic Education in all schools of Macedonia.”* Therefore the evaluators evaluated the content of the curriculum and the way it is taught and implemented.

3.1.1. Curriculum and concepts

The curriculum (FOD, PC) is based on four core concepts: *Authority, Responsibility, Privacy and Justice*. These concepts are consequently developed throughout the curriculum. The concepts of *Authority, Responsibility, Privacy and Justice* function as a strong conceptual and organisational structure. Each concept is at the base of goals for education. These goals show a good differentiation, adapted to the age of the students. For example:

Responsibility : Goals for Grade 1 and 2

Grade 1: Students are able to:

- to identify what responsibility is (to recognize examples of responsibility)
- to identify sources of responsibility (when you give promise, family, profession, law and regulations)
- to identify what would happen if somebody is responsible or irresponsible (rewards and punishments). *Rewards are: self-confidence, independence, acknowledgement by the others, payment or other rewards. Punishments are: feelings of guilt, shame, blame by the others, payment, losing some privilege etc.*
- to understand and explain why it is important to be responsible

Grade 2: Students are able to:


- to identify consequences of fulfilling or not fulfilling a responsibility in a certain situation
- to classify consequences in two groups – costs and benefits
- to explain some common costs and benefits of fulfilling certain responsibilities
- to analyze, take stand and defend the stand whether to accept new responsibility (how to decide whether to accept new responsibility or not)

In every grade each concept is introduced with a story. Therefore, the evaluators found in all grades the story of 'Martin who works in the Zoo' together with the concept of responsibility. Or: 'Carolina the fish' is always present in showing examples in the field of privacy. Also the evaluators found many attractive examples of little case studies, questions for the students to discuss problems and exercises to illustrate the concepts and to give body to the goals.

In grade five and six a far more active way of learning is presented for the students. 'We the people' is a programme in which the students learn to participate in society, in six well defined steps.

The structure of the curriculum:

Pre - school	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
FOD	FOD	FOD	FOD	FOD	We the People	We the People



The evaluators welcome the advantages of this clear and well elaborated structure of the curriculum. The evaluators were also impressed by the impact of the CE curriculum on primary schools in Macedonia.

Notwithstanding these previous remarks, the evaluators would like to suggest to consider some adaptations in the curriculum - development in the future.

Cultural context of the concepts

The concepts *Authority, Responsibility, Privacy and Justice* raise some important questions. These concepts were taken from the Californian curriculum. There were no major adaptations in the way these concepts were applied to the Macedonian context. It became quite clear in the evaluation research that most concepts have a different interpretation in the Macedonian context than they have in the Anglo-Saxon context where they were adopted from. Most of all there are differences in understanding the meaning of the concepts of *Authority and Privacy*. In almost all interviews and focus groups discussion the conceptual content of the CE curriculum was discussed. In each and every case the evaluators found that the four concepts have to be reconsidered.

Authority is (because of the recent socialistic and centralistic history of the country) linked to a far more top-down practice than in the Anglo-Saxon context. In Macedonia, authority seems to be associated with 'good behaviour'.

The concept of *Privacy* in the curriculum is often connected with the family, not to school or community. A major item is the individual right to keep secrets. Apart from obvious right to do so, the evaluators would like to warn for a serious problem in cases as domestic violence, alcoholism and child-abuse. In all those cases it is necessary for the child to be open about 'family secrets'.

The evaluators would like to recommend to reconsider the concept of *authority* and *privacy*: the evaluators suggest to consider the concept of **Leadership** instead of **Authority**, and **Integrity** or **Autonomy** instead of *privacy*.

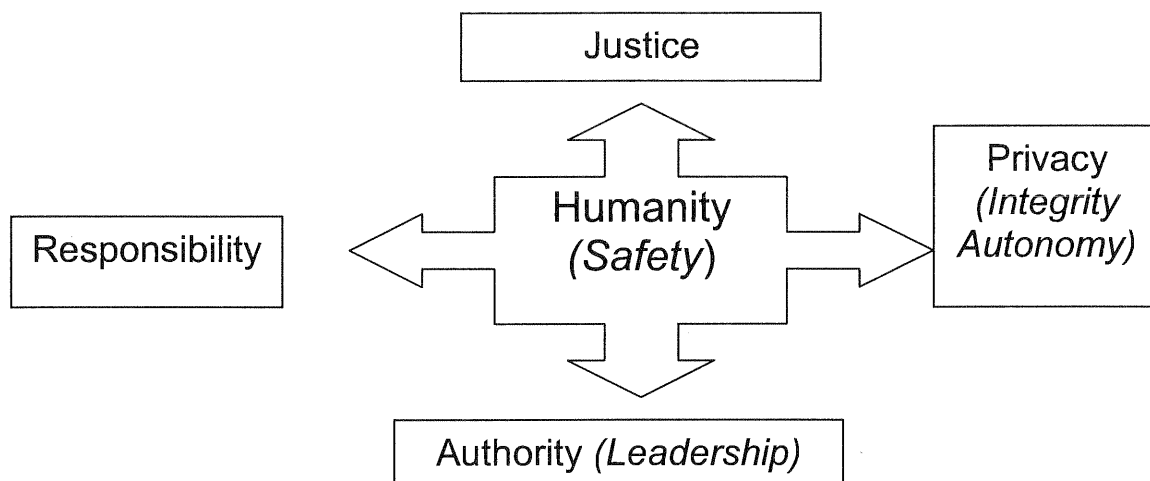
Interrelation of concepts

The concepts *Authority, Responsibility, Privacy and Justice* have many interesting interrelations, but these concepts are taught separately in the CE curriculum. These

concepts will gain in power and meaning when they are be taught in an integrated manner. For example: a teacher makes use of his/her **Authority** in a specific situation in which the student is involved. The teacher takes a decision based on his/her authority. The student wants to discuss this decision. Here the relation with the other concepts becomes relevant, most of all regarding the concepts of **Privacy (Integrity / Autonomy) and Justice**:

The evaluators would like to recommend an integration of the four concepts, for strengthening the meaningfulness of the subjects.

In the observations and focus group discussions the evaluators discovered a fifth concept which interrelates to all the other concepts and gives a deep understanding of the aim of all those concepts. This intermediate concept is the concept of **Humanity or Safety**. The evaluators would like to recommend to add this fifth concept to the other four, for integrating them better.



For this part of the analysis the evaluators refer to the following recommendations of the Mid-Term Review Report:

4.95. Both for FOD and PC some concerns were expressed, by a significant number of teachers and parents that certain concepts being used were too advanced for the grade/stage. This issue should be addressed before developing extension material for Grade 7 and 8.

4.96. A holistic study of FOD as it has been implemented in schools across Grades 1 to 4, in terms of progression and coherence should be undertaken by BED in co-operation with CRS.

4.100. Some teachers and parents considered the pictures in the FOD book to be rather uninteresting. This issue should be addressed.

3.1.2. Teaching approaches and awareness

The overall and far-reaching aim of the civic education project is to invest in the democratic awareness and skills of the children of Macedonia and to build a strong

democratic society. It is obvious that this is an ambitious project, especially with reference to the recent past of Macedonia.

Awareness on the implications of the concepts

The cultural change that is needed, will take place in the minds of the Macedonian people. And through the people all parts of society will transform eventually. The professional workers in schools must therefore change their paradigms of *Authority, Responsibility, Privacy and Justice*. A major cultural change is needed in the every day teaching in schools. In schools the evaluators observed strong elements of a top-down and one-way direction of teaching (teacher centred). In reference, the evaluators recommend to further develop the didactical skills of teachers. These didactical skills can only be developed further, when they are based on a deep understanding and/or internalisation of the concepts. This implies that efforts must be made to intensify the cultural change in schools, starting at the levels of all the workers in the field of education. The evaluators recommend to raise awareness by creating a thorough understanding and individual integration/internalisation of the concepts, through workshops with all Macedonian stakeholders (emphasis on teachers, teacher trainers, BED-advisors, faculty professors, and parents), in order to develop the professional skills and attitude to integrate Civic Education in teaching methods and approaches in schools.

Teaching approaches

CE teaching takes approximately one hour per week, as part of one of the regular subjects of the school-curriculum (grade 1-4), or in the homeroom class (grade 5-6). All participants of the focus groups strongly expressed the importance of the CE-curriculum. They also made very clear that the interactive and student centred way of teaching influenced their teaching practice in a very positive way. At the other hand, there is not enough time for further implementation of these important themes in the daily school practice. Therefore, the evaluators recommend mainstreaming the CE curriculum through an integration of CE subjects into the other subjects of the curriculum of all primary schools. Because of the highly appreciated student centred approach in CE, the evaluators recommend pre-service and in-service training to focus on problem oriented and interactive teaching.

3.1.3. Textbooks and pictures

The CE method in Macedonia is strongly influenced by the method, as it is developed by CCE. In fact the copyright of CCE made it almost impossible to develop major changes in the original American text. The stories, examples and exercises show many elements which do not relate to Macedonian daily life realities of most children. Examples of misfits are the story of 'Balloon grad' (in the context of authority), the worm in Carolina the fish (privacy), and the Zoo (responsibility). The pictures too show a lack of meaningfulness for Macedonian children. They show elements of an urban and American culture, instead of a Macedonian, often rural and multi-ethnic context. Pictures in general are very powerful instruments, especially for young children. Therefore the evaluators recommend to adapt stories (etc.) and pictures truly to Macedonian circumstances, conditions and cultures, thus helping the children to identify themselves easier with the concepts and with the textbook characters. Regarding grade 1 there were also remarks on the length of the texts in the book. Because the children of grade 1 are at the very start of learning to read and write, it was recommended by teachers to shorten the text for grade 1 and to make adaptations to the capacities of pupils of this age.

Regarding all aforementioned recommendations for adaptations of concepts and textbooks/pictures, the evaluators strongly recommend to carry out a baseline survey with stakeholders before implementing.

For this part of the analysis the evaluators refer to the following recommendation of the Mid-Term Review Report:

There is a need to audit existing textbooks with a view to contextualising further the material to the culture, traditions and institutions of the Republic of Macedonia.

3.2 Infrastructure

3.2.1 Trainings and meetings

Regional structure of trainings

By now all teachers in Macedonia are trained by BED advisors on CE. On each school a school- support team (SST) is installed. On their turn these school support teams have been trained too. A profound regional network is implemented. However, since this CE project is approaching its final phase, these BED-trainings will stop soon. From then onwards the school support teams will replace these trainings. Their main tasks will be:

- to inform and train new colleagues
- to monitor the quality of the CE programme
- to further develop the CE programme for their own school and community.

The evaluators assessed that the school support teams are trained, but they are not yet fully prepared and equipped for their tasks ahead, as they are described above: they still lack a comprehensive understanding of its meaning and impact (concepts and teaching approaches), on how to implement CE-related activities in school and community, and on how to monitor its quality.

The widespread training of trainers and teachers has been an important factor in the successful implementation of the CE project in Macedonia. This factor has to be maintained and reinforced to guarantee the quality of CE and the further development of the CE-curriculum.

The evaluators recommend to make use of the support structure built already, to maintain and reinforce the trainings and professional meetings. Pre- and in-service trainings for trainers, teachers and school support teams must be organised on a regular basis. A larger number of trainers is needed.

It will be necessary to strengthen BED-capacity, in order to guarantee a professional coordination of the entire programme and to monitor the quality and continuous development of the CE programme.

For this part of the analysis the evaluators refer to the following recommendation of the Mid-Term Review Report:

Teachers wished that networking for each Grade level should be established. The evaluators would recommend that this be taken forward on a regional basis.

3.2.2. The role of pedagogical faculties

New teachers must be prepared for teaching CE in primary schools. Until now pedagogical faculties are informed about the CE programme (including the problem solving and student centred approach), and first steps are made to teach the students about CE. Students are invited to participate in workshops on a voluntary basis. At the

university of Shtip the evaluators observed a concrete example of the introduction of students to CE.

Although the intentions are good, the evaluators did not yet find a profound basis for the integration of CE in pre service trainings in these faculties.

Since they train new teachers, it is obvious that pedagogical faculties should have a central role in the further development and implementation of the CE curriculum. At this moment the pedagogical faculties are not prepared for this task. Therefore the evaluators recommend:

- to train professors of pedagogical universities
- to start a.s.a.p. with workshops for all students
- to involve pedagogical faculties in the development of the curriculum by linking knowledge of BED advisors and faculty professors
- to mainstream CE in the curriculum of the pedagogical faculties
- to monitor the quality of these activities by linking the activities of the faculties to the BED Assessment Unit.

3.2.3 Linkages and networks

In recent years the introduction and implementation of CE is the result of the combined involvement of CRS and BED (with a substantial financial support from USAID and CRS). The evaluation team explored the existence of linkages and networks between the key role players of CE and potential partners, for example 'Search for Common Ground in Macedonia (SCGM)', an NGO aiming at resolving (ethnic) conflicts and preventing violence. Until now no institutional relations between organisations within the same domain of conflict prevention and conflict resolution have been established. There are at least two good reasons for developing good professional linkages and networks:

- the need for civic education in the period of transition in the Macedonian society asks for a powerful educational infrastructure;
- potential donors might quite well be more interested in investing in a professional network of NGO's than in individual NGO's.

NGO's within the same domain as CE will gain strength by the creation of mutual win-win relations. Therefore the evaluators recommend to explore, exploit and maintain a professional national network, including universities and other professional NGO's (i.e. SCGM), all in the domain of education, peace and civil society. Network basis: fair and mutual professional support, exchange of ideas, materials, knowledge and experiences, and mutual sharing on an equal basis of support structures and contacts (like media, training networks, donor contacts, professional inputs from foreign partners, etc.). Also, the evaluators recommend to explore, exploit and maintain (international) linkages for both further professionalism and for donor diversification.

Parental involvement

The second objective of the CE programme is as follows: "primary school parent councils and parental networks acquiring skills to actively participate in educational decision-making in Macedonia." CRS, together with BED, has trained many parent councils. In Ohrid the evaluation team observed an example of a network of parent councils from the Ohrid region working together on general skills of project development and specific skills of making school assessments. The trainers of the workshops were parents, trained by CRS and BED trainers. The evaluation team was impressed by the high quality of the training and by the commitment of the parents. The parents confirmed their improved knowledge and skills in the field of CE, by reading the

CE textbooks of their children. Thus it seems that CE knowledge and skills could spread further in society by involving parents in CE issues through their children. Parental involvement therefore, is an important factor in developing country wide CE awareness. Nevertheless, there is not yet a profound basis of parental involvement throughout the country. Therefore the evaluation team recommends to further develop support to nation wide regional parental support teams.

For this part of the analysis the evaluators refer to the following recommendation of the Mid-Term Review Report:

The production of guidance materials for parents relating to ways in which they can assist their children in citizenship education was requested by some parents and teachers.

3.3. Sustainability

3.3.1 Dissemination and empowerment

The introduction and implementation of CE in Macedonia has been a large success. All schools for primary education throughout the country are involved, all teachers are trained, many parents are committed and trained. The success can clearly be ascribed to the professional and committed organisation and implementation of the programme and trainings by CRS, to the good and professional relations between CRS and BED, to the devotion of some BED advisors (Mrs. Ristevska, Mrs. Gjorgjievska), to the high quality of BED, especially the assessment unit, and not at least by the important and crucial assistance of USAID. Facing the end of the project, the theme of sustainability of CE in Macedonia is of great relevance and urgency.

As the evaluators have said before, to create sustainability linkages must be developed between more organisations, on regional, national and international level. At the individual level it is necessary that leadership and professionalism will be spread. What the evaluators see now, is that knowledge and skills are concentrated at a few spots and carried further by a few individuals. Now the time has come to make strong efforts to create leadership on many spots (regional BED's, pedagogical faculties, parental networks) and to empower the many workers in the field to carry out CE in the future. The evaluators strongly recommend to BED to organise a nation wide dissemination of knowledge and leadership.

3.3.2 Organisation and monitoring

As to organise a professional coordination and monitoring of the programme the evaluators propose to make a clear distinction between the roles of BED, CRS and MOE. Because of the independent position of CRS and its outstanding organisational qualities the evaluators recommend CRS (or its spin off) to coordinate and monitor the CE-programme in the future.

Because of the professional qualities of the content of the programme the evaluators recommend BED to coordinate the dissemination of CE-contents, and the dissemination of further professionalism and knowledge as mentioned above, regarding pre- and in service trainings.

The evaluators also recommend a powerful participation by the pedagogical faculties in CE: invite professors and faculties who show professional competence and commitment to the CE programme for revisions and further improvements of the CE curriculum and textbooks, and for introducing compulsory pre-service CE trainings in their faculties.

The evaluators recommend the installation of a CE advisory board for overall professional development, monitoring and organisation of the programme.

The evaluators recommend monitoring and self-evaluation system to be further improved, for regular assessments on the quality of CE trainings, CE meetings for trainers/advisors and teachers, the quality of the textbooks, the impact of CE lessons in schools (all in co-operation with the BED assessment unit), as well as for the effectiveness of networks and linkages, and the further implementation of CE throughout Macedonia.

For this part of the analysis the evaluators refer to the following recommendations of the Mid-Term Review Report:

4.91. A clear distinction has to be made between assessment and evaluation. The development of standards should be considered over the whole programme.

Appropriate assessment provision at all grades/stages should be given due consideration. The use of assessment covering cognitive and affective areas should be actively pursued, where it is most suited, using the working groups which have been set up recently

4.104. CRS should be represented on national and/or regional BED working groups for the future development of Civic Education in Macedonia as they play a key role with respect to donor funding. CRS require to ensure that any material, with which they are associated, subscribes to their mission, vision and value statements as an organisation.

3.3.3 Mainstreaming

CE adds an important surplus value to the existing curriculum in Macedonia. Also the interactive, problem oriented, student centred approach of CE adds new didactical and pedagogical principles to the competences of teachers. The impact of CE has proven to be much larger than merely adding subjects to the curriculum, according to all respondents. However, time limits hinder further dissemination of CE in schools. Therefore the evaluation team strongly recommends the integration of CE in the mainstream of the Primary, by integrating elements of CE in all subjects possible. This way CE moves from the margins to the school mainstream.

For this part of the analysis the evaluators refer to the following recommendations of the Mid-Term Review Report:

4.98. It is recommended that care be exercised to avoid a situation of “teacher overload”. At present it is clear that almost all teachers welcome Civic Education but this situation could easily change if additional work is imposed upon them at a time when they are trying to gain confidence with the existing kindergarten to Grade 6 provision.

We the People... Project Citizen

The evaluation team was impressed by the skills learned by the (older) pupils. The problem solving skills expressed, and the practical applications of their work within their school or community, were very meaningful. Time limits however, hinder further and necessary applications. It was observed that the pupils are not yet capable to implement their solutions in practice, nor to reflect on possible results. The development of practical experiences while implementing the solutions to problems identified and analysed, and self-reflection capacities, are of great importance for young children preparing themselves for society. Therefore the evaluation team recommends the following:

- to mainstream *We the People... Project Citizen* in the curriculum;
- to stimulate the practical implementation of solutions developed by the students;
- to develop the skills of research and development to an extent that students are able to apply these skills in their own lives and learn to reflect on themselves, thus stimulating their individual growth.

For this part of the analysis the evaluators refer to the following recommendations of the Mid-Term Review Report:

4.92. In the interviews a point made consistently by teachers was that *Project Citizen* should be timetabled as a separate subject for one lesson per week over the whole

session. Many teachers stated that they were spending a considerable amount of time after school with pupils and in some cases parents continuing to work on the project. 4.101. Further advice was requested by teachers with regard to problem identification and the stages through to action planning for PC.

3.3.4 Indicators

For sustainability purposes the evaluators have assessed the indicators developed by CRS, as they are related to the main programme objectives. For evaluating the programme goal the evaluators also developed a set of impact evaluators. The indicators evaluated are the following:

Objectives	Results indicators	Output indicators
Objective 1 Students acquire skills to actively participate in civil society through ongoing and sustainable implementation of civic education in all primary schools in Macedonia.	Number of schools teaching civic education; Percent of school support teams actively involved in implementation of civic education curricula; Percent of schools where students take collective action on a community issue as result of lessons learned in their civic education classes; Civic education standards developed for future implementation on national level; Pedagogical faculties define concept for civic education curricula implementation.	School support teams receive training for trainers through this project; BED and CRS publish an newsletter and case studies publication on civic education; The training session on school level are completed by the end of the project by school support teams; Quality of the examination programmes, the evaluation instruments and development of realistic standards and final reports; University professors' receive support to develop a concept paper for integration of CE curricula at pedagogical faculties.
Objective 2 Primary school parent councils and parental networks acquire skills to actively participate in educational decision-making in Macedonia.	Percent of school support teams who actively include and involve parents in the implementation of civic education curriculum in the classrooms; Number of meetings between representatives from school support teams, the local parent councils, and local government officials; Parental support to civic education activities; School support teams and parental networks apply organisational skills and established mechanisms to address education issues at the local and national level.	BED and CRS publish an newsletter and case studies publication on civic education; The training session on school level are completed by the end of the project by school support teams.
Impact indicators on the programme goal: Increase the capacities of Macedonian citizens, as individuals and in association, to participate more actively, effectively and responsibly in the life and governance of their society.		

1. In a focus group debate students express their understanding of terms and concepts related to citizenship, democratic processes and citizen participation (related to the Macedonian context);
2. In a focus group debate teachers express their understanding of terms and concepts related to citizenship, democratic processes and citizen participation (related to the Macedonian context);
3. In a focus group debate parents express their understanding of terms and concepts related to citizenship, democratic processes and citizen participation (related to the Macedonian context);
4. Teachers and parents (and students) show their understanding of terms and concepts related to citizenship, democratic processes and citizen participation, through the organisation of (participatory) activities they are developing / implementing themselves, in and around their school and community; this way they express the level of empowerment achieved³;
5. For sustainability purposes CRS and BED have developed a clear and functional relationship, for creating BED ownership of the Civic Education contents, means and processes;
6. For sustainability purposes CRS and BED together, have developed a functional long term support structure, enabling individual schools (including students, teachers and parents) to further develop, implement and integrate the Civic Educational programme.

On objective 1. Results indicators: CRS and BED have done a tremendous job by implementing CE in all primary schools of Macedonia, which is far more than expected at the start of the initiative. However, the quantitative growth might have hindered the qualitative growth, regarding the levels of involvement of parents and pedagogical faculties, regarding pupil's capacities to implement their problem solving skills, and regarding the development of CE standards.

Nevertheless, most output indicators have been accomplished, with the exception of the integration concept paper, still to be developed by faculty professors.

Now, since CE has obviously proved its nation wide importance, the time has come to put more efforts on these qualitative aspects, in combination with the aforementioned issues (with an emphasis on the curriculum and textbook review, further involvement of pedagogical faculties, and further institutionalisation of CE through networks, linkages and the establishment of a CE board).

On objective 2. Results indicators: these initiatives have taken place, but still on a small basis. All output indicators have been accomplished.

A further improvement of parental involvement and of problem solving implementation skills is strongly recommended, as well as the further development of national support networks (parents, pedagogical faculties, other organisations).

On the programme goal. Impact indicators 1, 2 and 3 could be assessed. However, there is still some misunderstanding regarding the concepts of Authority and Privacy. Impact indicator 4 was assessed to a certain extend: students and teachers were able to identify problems, analyse them, and to make suggestions for improvements. But they were not able yet to implement their analysis in real practice. Impact indicator 5 could also be assessed, but there is a need for some further improvements (see par. 3.2). Finally, impact indicator 6 could not yet be assessed. It is of great importance that future plans are further developed, in order to take necessary project follow up activities.

³ Definition of empowerment: people take control over their own lives and resources; indicator for empowerment: the capacity to organise oneself in a caring, responsible and safe manner. More background information, see: www.vantrood.nl (the Empowerment Triangle).

4. Recommendations

Notes:

- Each time CRS is mentioned in these recommendations, we mean CRS Macedonia or its future spin off;
- The paragraphs hereafter refer to the same paragraphs in chapter 3 (Analysis).

4.1 Methodology:

4.1.1 Curriculum and concepts

- Within the existing CE method, revise the CE curriculum and its textbooks, envisage crucial changes in CE concepts, and adapt concepts, examples and pictures truly to Macedonian circumstances, conditions and cultures (thus helping the children to identify themselves easier with the concepts and their textbook characters);
- The evaluators strongly recommend the introduction of a fifth concept, which integrates the other four in a comprehensive manner. We suggest to call it "Safety" or "Humanity";
- The evaluators strongly recommend changes in the concepts of "Authority" and "Privacy". We suggest respectively "Leadership" and "Integrity";
- Carry out a base line survey on the reception and perception of the revisions, before introducing them on a larger scale.

4.1.2 Teaching approaches and awareness

- Provide, through mainstreaming and integration of topics and methods of Civic Education into other teaching subjects, pre- and in-service support to the further introduction of problem oriented teaching and interactive teaching approaches;
- Raise awareness, through truly interactive and participatory workshops, among all Macedonian stakeholders (emphasis on teachers, teacher trainers, BED-advisors, faculty professors, and parents) on the CE concepts and their implications, before further introducing CE.

4.1.3 Textbooks and pictures

- It is strongly recommended to consider additional revisions in the existing CE textbooks, in order to make them more effective and understandable, and with regards to the above stated comments on curriculum and concepts. Pictures should be redrawn in order to make them Macedonian and for allowing the children to identify themselves easier with the characters; text in grade 1 textbook should be reduced;
- Curriculum and textbooks revisions should be made by experienced and competent professionals of some Macedonian pedagogical faculties, advised by the BED, and selected and supported by CRS.

4.2 Infrastructure

4.2.1 Trainings and meetings

- The CE support structure for in-service trainings, conducted by BED-advisors and trainers, should be enlarged (more trainers), and institutionalised (carried out on a regular basis). Strengthen BED-capacity for national and regional co-ordination of trainings;
- Regular CE meetings for BED-trainers/advisors and for trained teachers, aiming at further improvements in professionalism and at exchanging ideas, materials

and opinions, should be implemented at all regional levels, co-ordinated by the BED;

- The CE pre-service trainings at pedagogical faculties should be intensified. Enhance BED-support to enlarge the capacity of pedagogical faculties to integrate CE in their mainstream activities.

4.2.2 Support from CRS, BED and pedagogical faculties

- For their respective roles; see recommendations above and 4.3.1 (below).

4.2.3 Linkages and networks

- Explore, exploit and maintain (international) linkages for both further professionalism and for donor diversification;
- Explore, exploit and maintain a professional national network, including universities and other professional NGO's (i.e. Search for Common Ground), all in the domain of education, peace and civil society. Network basis: fair and mutual professional support, exchange of ideas, materials, knowledge and experiences, and mutual sharing on an equal basis of support structures and contacts (like media, training networks, donor contacts, professional inputs from foreign partners, etc.);
- Further develop support to nation wide regional parental support teams.

4.3 Sustainability

4.3.1 Dissemination and empowerment

- The evaluators strongly recommend BED to organize a nation wide dissemination of knowledge and leadership.

4.3.2 Organisation and monitoring

- Create a CE advisory board for overall and professional co-ordination and monitoring on CE organisation and contents, seat and secretariat at CRS, four meetings per year; members: one senior official from MOE, one from BED, one from pedagogical faculty Stip, one from CRS Civic Education Team, four members (one from a parents committee, three from school teams); membership based on co-optation;
- Main roles for BED: content based co-ordination of CE in-service training activities (advisors and trainers), content based advices towards pedagogical faculties, assessments and content based monitoring;
- Main roles for pedagogical faculties (leading role for the best performing faculty): revisions and further improvements of CE curriculum and textbooks, pre-service CE trainings;
- Main roles for CRS (or its spin off): technical assistance to all training and revision activities (see above), organisation of programme monitoring, seat of CE advisory board (secretariat), support to nation wide parental support, and (above all) development and maintenance of professional national network(s) and international support linkages;
- BED to organise a nation wide dissemination of knowledge and leadership regarding CE;
- Linkages and networks for CE sustainability, see all recommendations under 4.2.3;
- For CE sustainability, monitoring and self-evaluation system to be further improved, for regular assessments on the quality of CE trainings, CE meetings for trainers/advisors and teachers, the quality of the textbooks, the impact of CE

lessons in schools (all in co-operation with the BED assessment unit), as well as for the effectiveness of networks and linkages, and the further implementation of CE throughout Macedonia;

- For CE sustainability, further improve and/or develop impact indicators and (participatory) measurement instruments, related to the M&E system recommended above.

4.3.3 Mainstreaming

- MOE to approve CE goals; CE to be made an integral part of the national curriculum and the national assessments;
- For CE sustainability, time efficiency in classes, and overall impact and effectiveness, integrate CE methods and concepts into (most of) the other teaching subjects in schools. Co-ordination by BED, content based matters by pedagogical faculties (leading role for Stip), technical assistance by CRS (or its spin off).
- For CE sustainability, and for a decisive impact on families, schools and society, to build and emphasise the self-organisational capacities developed through CE, for problem solving and conflict resolution needed for improving the analytical capacity of the students and self-reflection competencies. Leading role on content based matters by PF in Stip, co-ordination by BED, technical assistance by CRS (or its spin off).

4.3.4 Future Indicators

- For CE sustainability, develop a sound and comprehensive action plan / business plan for spinning off CE activities through creation of a local NGO;
- In co-operation with BED and pedagogical faculties, more efforts should be put on the further development of some qualitative aspects of CE, regarding the levels of involvement of parents and pedagogical faculties, regarding pupil's capacities to implement their problem solving skills, and regarding the development of CE standards. All in combination with the previously mentioned issues (with an emphasis on the curriculum and textbook review, further involvement of pedagogical faculties, and further institutionalisation of CE through networks, linkages and the establishment of a CE board).

CRS and project implementing partners to take the initiative to bring all relevant stakeholders together for implementing all recommendations above, starting by creating the advisory board as mentioned under 4.3.2.

Appendices

1. Abbreviations

APS	- National Centre for School Improvement (the Netherlands)
BED	- Bureau for Educational Development
CCE	- Centre for Civic Education
CE	- Civic Education
CRS	- Catholic Relief Services
FOD	- Foundations Of Democracy: CE programme for grade 1-4
FRY	- Federal Republic of Yugoslavia
GDP	- Gross Domestic Product
GOM	- Government of Macedonia
MOE	- Macedonian Ministry of Education and Science
MTR	- Mid Term Review (2002)
NGO	- Non-Governmental Organisation
PC	- Project Citizen: CE programme for grade 5-6
PCs	- Local Parent Councils working on civic education in Macedonia
PF	- Pedagogical Faculty
PSP	- Parent School Partnership
SCGM	- Search for Common Ground in Macedonia (NGO)
SQA	- Scottish Qualifications Authority
SoW	- Scope of Work (Terms of Reference)
SST	- School Support Team
USAID	- United States Agency for International Development

2. Evaluation schedule

Agenda for Civic Education Final Evaluation May 17 – May 29, 2004

Tuesday May 18, 2004

10:00 – 11:00 Revising final schedule for evaluation:
12:00 – 13:00 Information sharing among evaluation team
13:00 – 14:00 Lunch break
14:00 – 17:00 Study of documents (textbooks etc) by evaluation team
20:00 – 21:00 Information sharing among evaluation team (hotel)

Wednesday May 19, 2004

09:00 – 10:00 Meeting in CRS
10:30 – 14:30 Meetings in BED

Thursday May 20, 2004

09:00 – 10:00 Classroom Observations – Kindergarten and interview with teacher and students
11:00 – 12:00 Meeting at Pedagogical faculty in Skopje
14:00 – 15:00 Meeting in CRS

Friday May 21, 2004

09:00 – 11:00 Travel to Kochani
11:00 – 12:30 Classroom Observations and Interview with teachers and students
- Foundations of Democracy programme of study – Grade 3 – Goce Delcev Primary School, village Gorni Podlog
13:00 – 14:30 Classroom Observations and Interview with teachers, parents and students - Project Citizen programme of study - Grade 5/Grade 6 – Malina Pop Ivanova Primary School
15:00 – 17:00 Travel back to Skopje

Saturday May 22, 2004

Weekend

Sunday May 23, 2004

Weekend

Monday May 24, 2004

10:00 – 12:00 Meeting with USAID
13:00 – 14:00 Meeting with Search for Common Ground in Macedonia
14:00 – 17:00 Office work: further interviews with CRS CE staff – Report set up

Tuesday May 25, 2004

09:00 – 16:00 Visit Pedagogical Faculty in Stip

Wednesday May 26, 2004

08:30 – 12:00 Travel to Ohrid

12:30 – 15:00 Meeting with Mrs. Slobodanka Ristevska – Former leader of the BED
CE Working Group

18:00 - 20:00 Visit Network of Parent Councils NGO "VIDICI"

Thursday May 27, 2004

10:00 – 12:00 Travel from Ohrid to Tetovo

12:00 – 14:30 Visit school in Tetovo (Albanian language) – Naim Frasheri Primary
School

14:30 – 15:00 Travel to Skopje

Friday May 28, 2004

09:00 – 11:30 SWOT with all stakeholders

13:00 – 15:30 Restitution to CRS staff and Partners

15:30 – 17:00 Lunch – Evaluation Team, CRS staff and Partners

3. Scope of Work

CRS/Macedonia

Civic Education ... Path To A Civil Society Project

Consultancy for Final Evaluation

1. Purpose of Consultancy

Catholic Relief Services (CRS) in Macedonia seeks the services for the final evaluation to assess the extent to which the Civic Education project has achieved its goal and objectives. The evaluation will cover the period 1998 – 2004 with emphasis on activities from May 2002 – May 2004. The evaluation process should also provide recommendations on its components for future implementation and sustainability.

2. Background

Catholic Relief Services/CRS as international non-governmental organisation has been present in Macedonia since 1992. Over the past 12 years in Macedonia CRS has been implementing programmes in the areas of education, humanitarian assistance, community services, peace building, micro finance and reconstruction.

In September of 1998 Catholic Relief Services/Macedonia (CRS), in partnership with the Macedonia Ministry of Education/Bureau of Education Development (MOE/BED), began implementation of the United States Agency for International Development (USAID) funded Civic Education project, taking the first steps in the long-term process of educating children and parents on the important role they have to play in the development of civil society. The programme works with government officials, teachers, school management staff, parent councils, university professors and students.

To date the civic education curricula has been implemented in all 344 main elementary and satellite schools in Macedonia. The key accomplishments include: civic education curricula development, teacher trainings, capacity building of school support teams, provision of textbooks and publication of newsletters, documentary video production, development of pilot standards for civic education, institutionalisation of the civic education curriculum at the pedagogical faculties, strengthening of school parent council mechanisms for participation within educational decision-making, public awareness campaigns and monitoring and evaluation activities.

The objectives of the Civic Education project, include the following:

Objective (1): Students acquire the skills to participate in civil society through the introduction of Civic Education into primary schools at Kindergarten, Grades 1 through 6 levels;

Objective (2): Primary school parent councils and parental networks acquire skills to actively participate in educational decision-making in Macedonia.

The activities that correspond to these objectives can be grouped under the following key areas:

1. Establishing and maintaining working relationships with implementing partners
2. Curricula and Textbook development
3. Teacher and School Support Teams Trainings
4. Civic education standards development
5. Institutionalisation of the civic education curriculum at the pedagogical faculties

6. Parental involvement in educational reform
7. Public awareness
8. Ensuring sustainability in Civic Education programming

Mid-Term Evaluation

In accordance with the project proposal, CRS contracted an external consultant to conduct a mid-term evaluation of the Civic Education project. In a competitive process, the Scottish Qualifications Authority⁴ (SQA) was selected, and the evaluation was done April and May 2002.⁵ The primary objectives of the evaluation were to review the implementation and impact of project activities, assess the extent to which project objectives were being achieved, assess project sustainability and provide recommendations on ways to improve the implementation of the project. The evaluation was implemented throughout Macedonia through questionnaires, structured interviews, classroom observations and audits with a wide spectrum of project stakeholders including school staff, students, parents, programme implementers, BED and MOE officials, CRS staff and relevant USAID staff. SQA evaluated the Civic Education project highly favourably and made several recommendations for improvements including pre-service training at the pedagogical faculties, civic education standards development, publication of best practices and lessons learned, more colourful textbooks and guidance materials for parents on ways in which they can assist their children in civic education.

3. Background To Project Activities

The activities that correspond to project objectives can be grouped under five key areas:

a. Establishing and maintaining working relationships with implementing partners

CRS has maintained an excellent and longstanding partnership with the MOE/BED. Mechanisms that promote full partner participation in project development have been established and have helped to achieve greater mutual ownership of both process and outcome, increasing local capacities and acknowledging the partners' expertise. During current project implementation the responsibilities of the MOE/BED include national implementation of teacher and school support teams trainings, civic education curricula and textbooks development, development of pilot civic education standards. CRS/Macedonia Civic Education Team supports MOE/BED in the implementation of project activities including: teacher and school support teams trainings, supporting parental involvement; establishing linkages with university professors to facilitate integration of civic education in the existing university curricula; monitoring and evaluation of civic education achievements and development of civic education testing mechanisms and standards.

b. Curricula and Textbook development

Through the project the civic education curricula, initially developed by the Center for Civic Education (CCE) from the USA (California), and modified by Macedonian educators and experts, has been introduced throughout the elementary education

⁴ SQA is the national body in Scotland responsible for the development, accreditation, assessment, and certification of qualifications other than degrees. SQA also supports the development of qualifications systems through the provision of consultancy services and support worldwide.

⁵ Due to conflict and civil unrest in Macedonia in 2001, the evaluation was delayed slightly from the original planned date.

system. BED staff and teacher mentors have conducted teacher trainings throughout Macedonia. Classroom teaching is based on interactive methods and participation in the classroom. With the "Foundations of Democracy" curriculum for kindergarten and grades 1-4, students are introduced to the concepts of authority, privacy, responsibility and justice. These concepts are presented through didactic stories and interactive teaching and learning methodologies. With the "We the People... Project Citizen" curriculum for grades 5-6, students are actively engaged in learning how to monitor and influence public policy and promote civic participation among students, parents and members of the community. Through the project student participants' work together to identify and study a public policy issue in their community, eventually developing an action plan for implementing their policy and a portfolio displaying their work. Through the project CRS also supported a countrywide Student Showcases Competition, where students involved in "Project Citizen" presented their portfolios in a nationwide event.

Civic education textbooks have been produced for 196,709 students and 14,220 teachers in kindergarten and grades 1-6 in the three main languages of instruction: Macedonian, Albanian and Turkish. The textbooks were produced through modification and local adaptation of civic education programme contents developed by CCE. In addition, a civic education textbook for grades 5 and 6 students was developed locally by the BED and published for 34,400 students. This textbook introduces the structure of Macedonian schools, local and national government and further supports citizen awareness, understanding and opportunities to participate in public policy decision-making.

c. Teacher and School Support Teams Trainings

During the period 1998 – 2003 through four cycles of trainings, total of 11,196 teachers have been trained to deliver the civic education programmes of study in Macedonia primary schools and kindergartens. In 2004, CRS and BED continued to support a 5th cycle of trainings for school support teams. Capacity building of school support teams ensures sustainable mechanism at school level to provide continuous professional support and assistance in CE implementation to all structures in the school. The school support teams have primary responsibility for the quality implementation of civic education in lower and upper elementary classes; support of parent councils to increase effective parental involvement and self-evaluation on school level.

d. Standards Development

Through the Civic Education project CRS has worked in close collaboration with the BED in the development of pilot standards for civic education. Standards are a monitoring and evaluation tool used to measure knowledge and skills gained by students. They also provide relevant guidelines for teachers in their preparation and professional development. The MOE has addressed the needs for the development of national education standards with the establishment of the BED Assessment Unit in 2001. To date the BED Assessment Unit has developed standards for mathematics and native language (Macedonian and Albanian). The development of civic education standards will provide an understanding of expected programme results and influence on improvement of teaching practices. Adequately established standards based on real measurements form the basis by which the civic education programme can be fully and sustainability integrated into the primary education curricula documents. Standards will also be used as a benchmark for future assessment of students' attainments and skills for civic education curricula on national level.

e. Institutionalisation of the civic education curriculum at the pedagogical faculties

With in-service teacher trainings implemented through the current Civic Education project, the most appropriate way to ensure continued and successful implementation of the civic education curriculum in all schools in Macedonia was the provision of pre-service teacher training at the pedagogical faculties. At the university level institutionalisation of the civic education programme includes introduction of the programme at pedagogical faculties in Macedonia. Activities support the institutionalisation of the civic education curriculum at the pedagogical faculties include promotion of the objectives and activities related to the successful integration of the civic education methodologies and contents at pedagogical faculties and development of a concept paper to cover the analysis of possible areas for integration of the civic education in the university curriculum.

f. Parental involvement in educational reform

The parental component of the civic education project was supported and implemented through partners including the Bureau of Educational Development as well as a core group of Parent Councils with whom CRS has established a strong and effective relationship.

CRS undertook a number of activities towards achieving this objective: introductory seminars on civic education programme contents and methodologies for Parent Councils representatives; brochures for Parent Council members were published in three main languages of instruction and distributed to all 344 primary schools in Macedonia in order to introduce parents to Civic Education programmes and promote programme implementation in the schools; CRS and BED organised trainings for school support staff from all primary schools in Macedonia in order to build their capacity and provide training methodologies to foster parental involvement on school level.

g. Public awareness

Also through the project a civic education newsletter "*Civic Education – Today*" was published in 213.500 copies for distribution to all primary schools in Macedonia the three main languages of instruction. Teachers, directors and parents contributed to the newsletter, which records the development and highlights of the Civic Education project in Macedonia.

Civic Education video documentary was developed and broadcasted on national and local TV stations in Macedonia. The video documentary gives informative overview on civic education implementation in Macedonia and presents different ethnical and cultural aspects of Macedonian society.

Final Evaluation Objectives

1. To review Mid-term Evaluation Report with emphasis on given recommendations and assess the level of integration of recommendations in the on-going project activities;
2. To provide evaluation on the following project activities / areas implemented from May 2002 to May 2004 including: teacher trainings, standards development, civic education integration on university level, school support teams trainings, newsletter production, development of video documentary.
3. To provide CRS/Macedonia with a final evaluation and assess the programme's general achievements over the period of September 1998 – May 2004 in compliance with USAID requirements;

4. To learn from the experiences of previous years of effort and to gain insights as to where donor assistance might be most effective in further promoting the civic education;
5. To provide CRS/Macedonia with recommendations for sustaining implementation of the Civic Education project.

These deliverables will require use of both quantitative and qualitative research methods, and it is expected that the evaluation will require a traditional approach.

Final Evaluation Expected Outcomes

- Analysis of the mid-term evaluation recommendations and levels of inclusion;
- Levels of civic awareness and practices of BED advisors, teachers, parents, students, university professors, involved in programme activities;
- Levels of MOE/BED awareness of their vision, role and responsibilities specifically in the field of Civic Education;
- Recommendations on follow up activities related directly to project implementation to ensure effective and sustainable civic education in the future.

Duration

The final evaluation of the project is planned prior to the end of May 2004. It is expected that the time spent on evaluation activities will require a maximum of 10 working days in Macedonia. It is expected that the consultant will require a further period of time prior to the evaluation for research of existing available documentation, and evaluation design in coordination with CRS / Macedonia Civic Education staff, and after for report writing.

Evaluation Research Base

The evaluation research base will involve the following key implementing partners, individuals and information;

- Training database
- Project Work Plans
- Project Reports
- Mid-term Evaluation Report
- Ministry of Education/Bureau for Educational Development representatives
- Bureau for Educational Development Advisors
- School Directors, Teachers, Students, University Professors and Parent Council representatives
- CRS/Macedonia staff
- USAID
- World Learning

Evaluation Activities

The evaluation will involve the following key activities, but will not be limited to;

- Review Civic education documents prior to arrival, including project proposal and project extension proposal, Annual Implementation Plans, Quarterly and Annual Reports, Mid-term Evaluation Report, Standards Technical Report and Report on student achievements and results.
- Review of all phases of the implementation activities during the period September 1998 – May 2004, through evaluation of project documentation, interview / discussion with CRS/Macedonia staff, implementing partners representatives, and project donors.

- Field activities
- Further discussion or clarification with related staff if necessary
- Exit session involving all team members, related staff and management of CRS/Macedonia will be held to share final draft of the evaluation report

Milestones / Reporting

The final evaluation will require reporting on;

1. Documentation for evaluation design and activities ten days prior to arrival in Macedonia;
2. Debrief report on evaluation activities within Macedonia prior to departure from Macedonia;
3. Final evaluation report available for CRS/Macedonia on or by 1st August 2004.

Assessment Team Members Skills

The evaluation unit skills will involve following key skills and experience:

- Evaluation Research Design;
- Final and summative programme evaluation -USAID experience – Preferred;
- Evaluation of Education Reform programmes; Curricular Development; Teacher Training Programme implementation and evaluation, monitoring and research;
- Experience in Civic Education and / or within the South East Europe – Preferred

The assessment team should comprise two (2) Expatriate team members, one (1) Macedonian team member.

One Expatriate Team Member/Team Leader:

Should have relevant experience in the design, development, evaluation and/or implementation of education programmes. Prior experience in leading and conducting evaluations of USAID programmes highly preferred. Professional experience in Macedonia or South Eastern Europe is also strongly desirable. He/she must be fluent in English and have excellent writing and presentation skills.

Second Expatriate Team Member:

Should have relevant experience in the design, development, evaluation and/or implementation of education programmes. Previous experience conducting evaluations of USAID programmes is highly preferred. Professional experience in Macedonia or South Eastern Europe is also strongly desirable. He/she must be fluent in English and have excellent writing and presentation skills.

One Macedonian Team Member:

Should have a very strong understanding of education sector in Macedonia. Strong links into the Macedonian research community required. Knowledge of USAID and other donor assistance in the education sector desired. He/she should be fluent in Macedonian and have excellent English writing and spoken skills.

Application

Please submit information requested below for the consultancy post no later than 15 April 2004:

- Experience and skills
- Provide names, current e-mail addresses and telephone numbers of three references that can validate previous experience in the above areas
- Proposed evaluation design
- Full costs in and out of country.

Special Provisions

Duty Post: Macedonia
Logistical Support: CRS/Macedonia Civic Education staff will provide all logistical support
Period: May 22nd – 30th May

Contact Person:

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4. Literature

- Project Work Plans
- Project Reports
- Mid-term Evaluation Report
- Text books